Academy founded 1763

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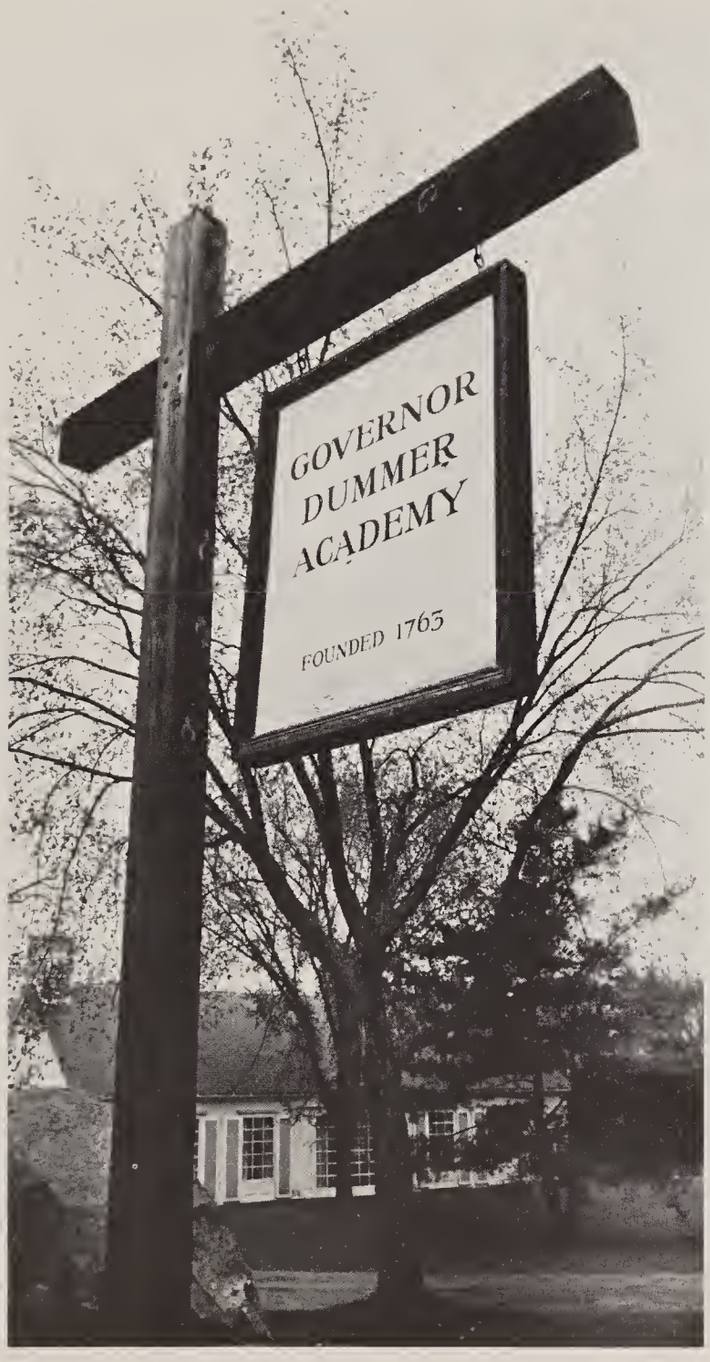


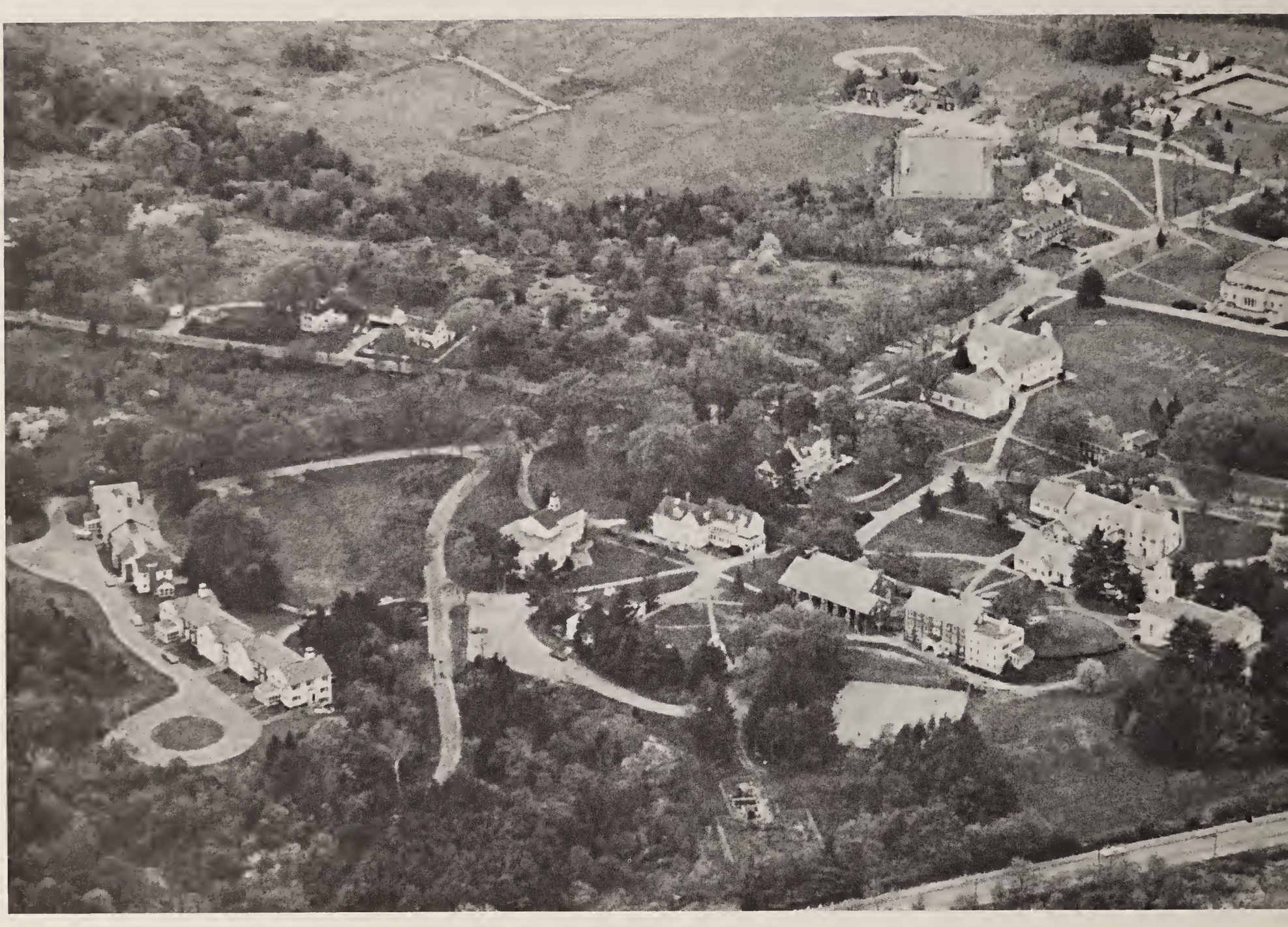
CATALOGUE

1973-1974

Two Hundred and Eleventh Year

GOVERNOR DUMMER ACADEMY

BYFIELD, MASSACHUSETTS 01922



EDITOR'S NOTE

In an effort to present Governor Dummer as it is to those most directly concerned—prospective students, much of the text of this catalogue has been written by four students: Robert E. Martin '72, Robert W. Billewicz '72, Carey J. Doyle '73, and Anne C. Mackay-Smith '75.

GOVERNOR DUMMER — AN INTRODUCTION

What is a Governor Dummer education? It is a variety of experiences, but basically, the time one spends at the Academy is spent in the development of one's personality. This is achieved through involvement in the three main facets of life at the school: academics, athletics and humanities, and personal relationships.

First and foremost, Governor Dummer is an institution for learning. As such it consists of many classrooms, libraries, seemingly endless reading lists, laboratories, computer facilities, microscopes, books, paper, locker rooms, and more books. The school recognizes the need to expand the student's cultural horizons in addition to the development of mind and body. Trips to various plays, the Boston Symphony, museums and other off-campus events are available, in addition to many on-campus clubs and performing groups.

The year at Governor Dummer is a challenging one. The new student will be expected to perform as he never has before. Demands will be placed upon him in the classroom and on the athletic field, the likes of which he has never known. Strangely, though, most students manage to cope with and exceed these expectations.

There may be moments of great disappointment which one learns to rise above and overcome, but life at the Academy is not at all harsh. The bull sessions which sometimes range late into the night, the mixers and parties, and one's friends will remain as pleasant memories long after the laboratories, and historical facts, and mathematical formulas are covered by the cobwebs of the mind. In any endeavor, the Governor Dummer student cannot avoid establishing some sort of relationship with his fellow students and faculty. This relationship might vary from a casual "hello" in the dining hall to a deep philosophical and emotional friendship.

The Academy was founded in 1763 under the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony who left his farm and

colonial mansion in the Town of Newbury to three trustees with directions to build a grammar school house. Both mansion and school house still stand on the Academy's 500 acres, the former as the Headmaster's home and the latter as a reminder of the past when many leaders of the new nation were trained here.

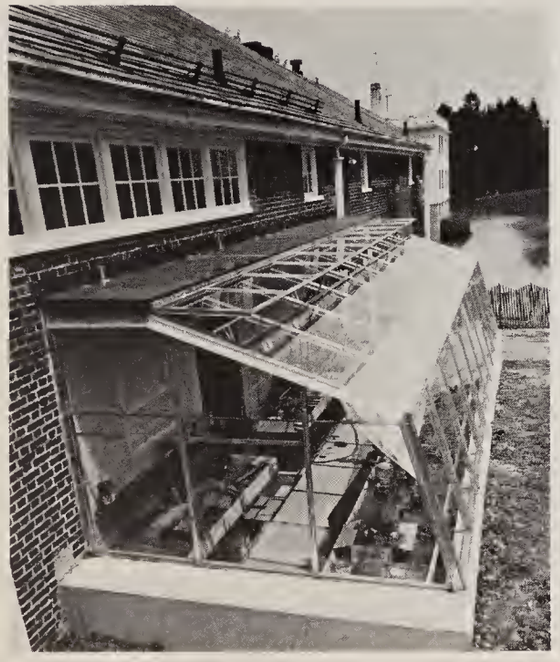
Since its incorporation not for profit in 1782 the Academy has been owned by a self-perpetuating Board of Trustees. It owes its present position among the nation's boarding schools to the continuing devotion of its trustees and faculty, and particularly to the late Dr. Charles S. Ingham, Headmaster from 1907 to 1930, Dr. Edward W. Eames, Headmaster from 1930 to 1959, and Valleau Wilkie, Jr., Headmaster from 1959 to 1972.

Throughout its history, the Academy has enrolled day students. In 1971, twenty-five girls became day students to start a developing program of coeducation which this year includes forty-seven girls among one hundred nineteen day students and nineteen boarding girls among two hundred three

boarding students. The totals are two hundred fifty-six boys and sixty-six girls in a school of three hundred twenty-two students.

Combining tradition with modern facilities and high standards, the Academy hopes to impart to each student a sense of maturity and self-reliance. Through the experience of classes, interscholastic athletic competition, homework, clubs, papers to write, social life, and more classes — one develops a unique set of friendships and comes one step closer to answering the questions: "Who am I? Where do I fit in society?"

R.W.B.



COUNSELING

All faculty expect to advise and counsel students, and the nature of the problem will usually determine the identity of the person who gives advice. For boarding students, the corridor master usually acts *in loco parentis* on everyday matters and, in addition, is the primary academic advisor to students on his corridor. Faculty living off campus are assigned as day student academic advisors. Girls may prefer to counsel with faculty ladies on non-academic matters. In their capacity as academic advisors, the faculty may refer particularly difficult questions to the Director of Studies. The school minister is available to provide guidance on spiritual and moral problems, and the Headmaster is sought by, and seeks out, students on problems of all sorts.

DAY STUDENTS

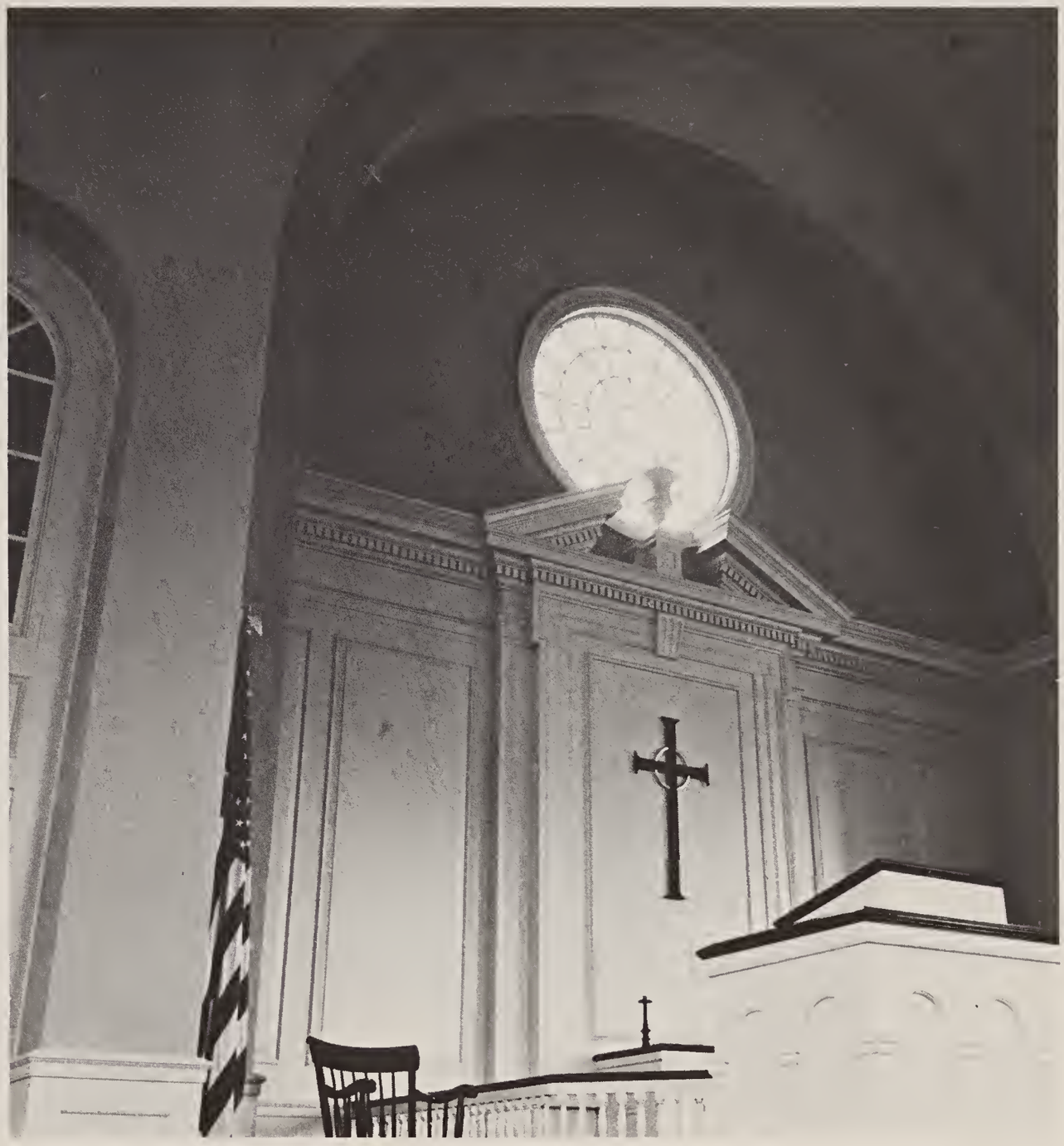
Day students should count on being at the school from 8:10 a.m., when the first period begins, until sports are over, which may be as late as 5:30 p.m., but most find that their activities at school do not end with classes and sports. Social events, club meetings, and just talking with friends often attract day students into staying for dinner and into the evenings. Because students are busy with sports during the afternoon, most club meetings are held at night. Many day students attend these and are important members of the different groups. Girl day students especially find themselves welcome at dances and mixers, and many students find it easier to study in the quiet of their school library than at home.

So although a few people leave directly after athletics every day, many find it more interesting to stay later at school. Those who do are more involved with the school, and the activities they take part in help to make each a better and more interesting person.

A.M-S.

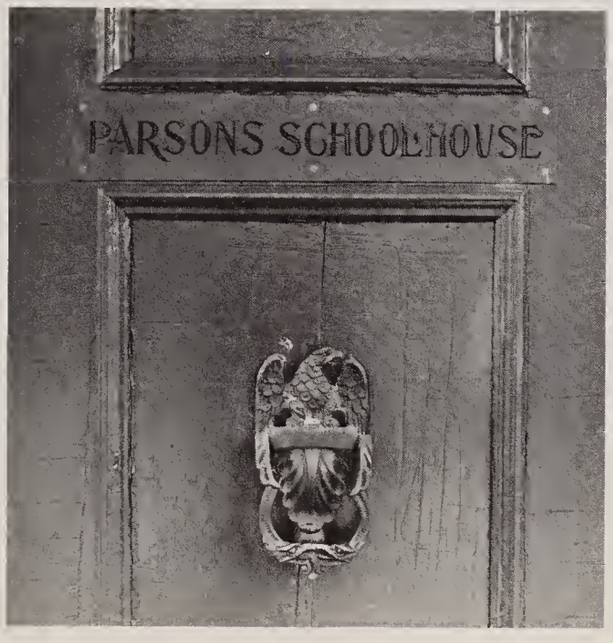
RELIGION

While Governor Dummer is non-sectarian and welcomes students of all faiths, we firmly believe that religion should be an integral part of a student's moral and academic training. Each Sunday the school minister, sometimes with a speaker who may be a guest, a faculty member, or a student, conducts a non-denominational Protestant service; visiting Roman Catholic clergy celebrate Mass; and Jewish boys meet separately with a leader of their faith. Once a month there is a communion service.



ACADEMIC PROGRAM

The academic program covers the four years of high school, grades nine through twelve. College admission requirements have an obvious bearing on courses offered and taken, but each department offers other than standard courses designed to be of particular interest to particular students. Each student's program is designed for him or her alone, and no one marches through the grades in lockstep with classmates. The number of students in each class section averages out to about thirteen.



The three main academic buildings are Parsons Schoolhouse which contains classrooms, a language library and laboratory, a study hall, a computer room and an art gallery; the Frost Building which contains the main library of about 18,000 volumes, a seminar room, a lecture room and six classrooms; and the new Schumann Science Center which contains lecture rooms, laboratories, a greenhouse, a darkroom, and other special facilities for general science, biology, chemistry, physics and electronics.

With the agreement of their parents and the school, seniors may devote all or part of the spring term to a project which may be academic or otherwise in nature. It may involve dropping some or all course work. It may mean living on or off campus.

Where in the following pages reference is made to a "package" course, it means a course at which the student works at his or her own pace. The work is carefully laid out by the instructor who provides a complete outline of the reading, writing, and, where appropriate, audio-visual or laboratory work to be covered. Students are encouraged to exchange ideas with others working in the same unit, urged to seek out teachers when problems arise, and required to meet with teachers from time to time for a check on progress.

There follows a brief description of the various courses offered. By graduation a student should expect to have a minimum of four credits in English, three in math, and two each in foreign language, history, and science. The half-credit speech course is required of all seniors, and when schedules permit, a half-credit in religion and a half-credit in art, music, or drama are required of all students.

ENGLISH

English 1 — 1 credit — 9th grade. An introductory course in grammar, composition, vocabulary building, and literature. A weekly writing assignment of 300–400 words is required in addition to periodic book reports on outside reading. The literary theme deals with the period of transition from youth to adulthood.

Language Study — 1 credit — 9th grade. A course for those needing additional work in English. Spelling, grammar, and rhetoric are emphasized.

English 2 — 1 credit — 10th grade. A continuation of English 1 placing increased emphasis on composition and literature. A weekly writing assignment of 400–500 words is required in addition to periodic book reports on outside reading. The literary theme concerns the individual's attempt to find a useful place in the social order.

English 2-A — The honors level course in English 2.

English 3 — 1 credit — 11th grade. A course in composition and literature. A weekly writing assignment of 500–600 words is required in addition to periodic book reports on outside reading. The literary theme concerns the search for values in American life.

English 3-A — The honors level course in English 3.

English 4 — 1 credit — 12th grade. English 4 is actually four thematically oriented humanities courses among which the student may choose. A weekly critical essay is required in each. English 4-A is called, "A Study of Tragedy and the Theories of Society." English 4-B is entitled, "The Ordinary Conduct of Life: Man and his Moral Environment." English 4-C is entitled, "Politics and Literature: Individual and Group Governance." English 4-D is entitled, "Freedom and Responsibility: The Role of the Exalted Person, the Artist, the Critic, the Genius, the Intellectual, and the Common Man."

Contemporary Drama — 1 half credit — 11th and 12th grades. All class discussion and critical writing grow out of attendance at live performances of plays at theaters in the Greater Boston area (Harvard, Brandeis, Tufts) and at Portsmouth, New Hampshire.

Reading Improvement — 1 half credit — all grade levels. A course for students needing bolstering in reading efficiency. Developmental reading involves tachistoscopic training, filmed exercises (Iowa, Purdue, Harvard) and paced reading. Emphasis is placed on the improvement of comprehension in the reflective and recollective areas.

Spelling Improvement — 1 half credit — open to all grade levels. A course to develop cognitive and and phonic spelling skills using traditional and programmed techniques.

MATHEMATICS

The subject matter in mathematics is selected to enable the student to perceive patterns and understand the properties of a mathematical structure. With emphasis on precision in the use of language and on disciplined thinking, the goal is the ability to arrive at valid generalizations.

MATHEMATICS 1 — 1 credit — An introductory course in algebra, continuing through the solution of quadratics in one variable. Students who have real difficulty during the fall term will be "recycled" or start the course over again in the winter term.

MATHEMATICS 2 — 1 credit — Euclidean geometry in the plane and in space, employing synthetic, coordinate, and transformational methods.

MATHEMATICS 2-R — 1 credit — A course for students who have been "recycled" in Mathematics 1. Algebra 1 is completed and as much as possible of the geometry of Mathematics 2 is covered.

MATHEMATICS 3 — 1 credit — Algebra 2, an extension of the material covered in Mathematics 1, through complex numbers, functions, and plane trigonometry.

MATHEMATICS 3-A — 1 credit — An honors course in second year algebra covering elementary logic, algebraic structures, elementary functions, and elementary complex variables.

MATHEMATICS 4-B — 1 credit — The course covers selected topics in mathematics, integrating the first three years of course work and providing sufficient background for the continued study of applied or abstract mathematics. Topics include elementary functions, vectors, analytic geometry, and sequences and series.

MATHEMATICS 4-A — 1 credit — A precalculus course considering algebraic structures, elementary functions, and elementary calculus.

MATHEMATICS 5-B and 5-A — 1 credit — A college-level course in differential and integral calculus of algebraic and transcendental functions, and analytic geometry. Mathematics 5-B fulfills all the requirements of the Advanced Placement program for AB level, and Mathematics 5-A prepares for the BC level Advanced Placement examinations.

The mathematics department has a PDP-8S computer. This facility is available to students who show a desire to learn programming languages for mathematics or science. Elementary work for problem solving may be part of regular course work at all levels.

FOREIGN LANGUAGES

MODERN LANGUAGES

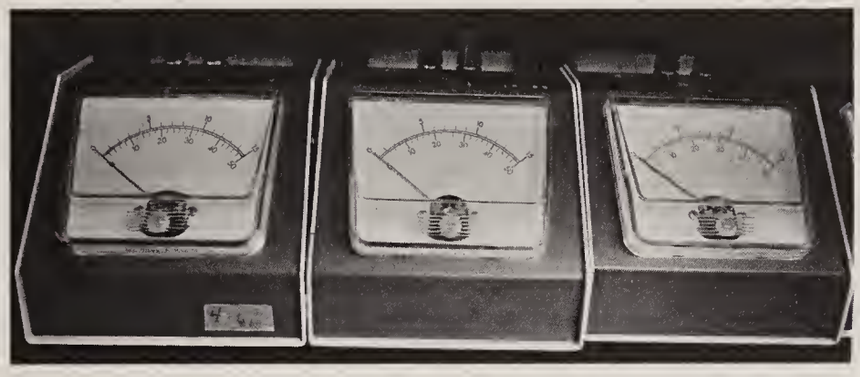
Governor Dummer offers full training in three modern foreign languages, *German*, *Spanish* and *French*. The department's aim in the case of each language is to teach students to read, write, speak and listen with understanding. In the progression of courses, a decreasing amount of time is devoted to grammar and an increasing amount to literature so that the upper level courses in each language are concerned with the culture and history of the country whose language is being studied. The language laboratory is used to reinforce the oral-aural work in all courses.

In each language, there are *five* full credit courses progressing from beginners' work to preparation for the Advanced Placement Examinations.

LATIN

Although Latin is no longer required for admission to any college, Governor Dummer continues to offer Latin depending upon demand. For two years past the four years of Latin have been phasing themselves out although the Academy is prepared to phase Latin back in given enough students who want it.

SCIENCE



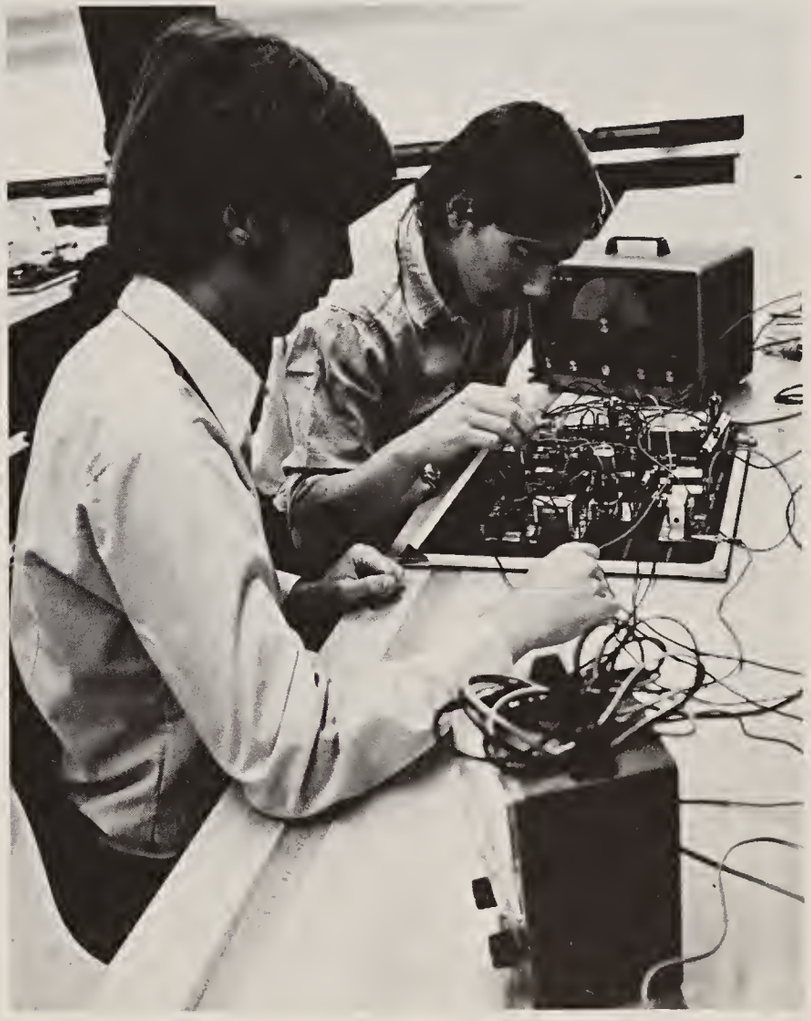
The general purpose of the science courses is to train students in scientific modes of thought and in laboratory techniques. Laboratory work is required in all courses. Projects and papers are required in some courses and encouraged in all.

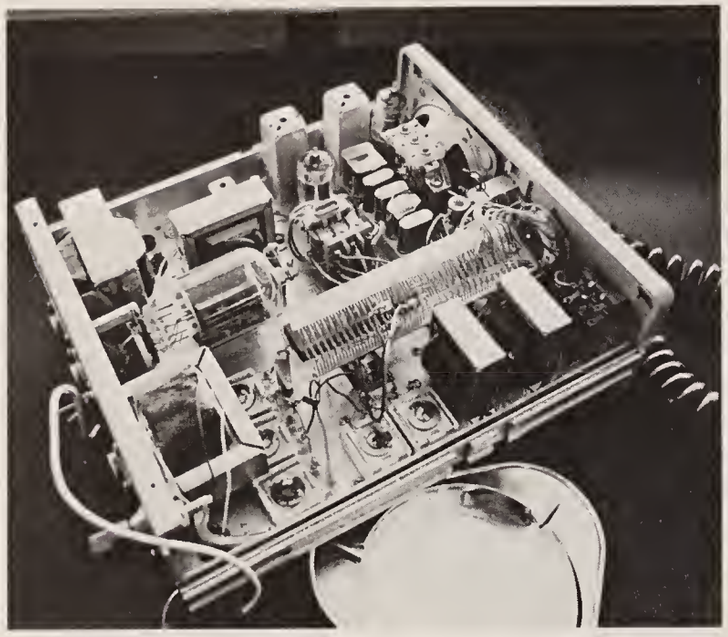
SCIENCE 1 — 1 credit — required in 9th grade. An introduction to Biology, Chemistry and Physics.

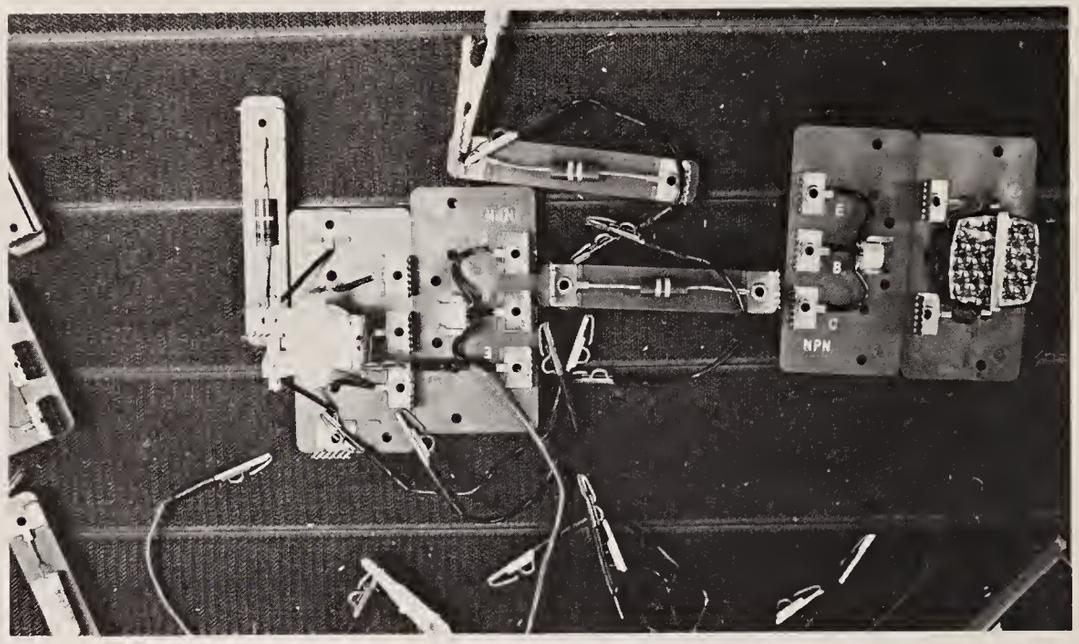
BIOLOGY 1-A — 1 credit — primarily 10th grade. An introductory course stressing environment.

BIOLOGY 1-B — 1 credit — primarily 11th and 12th grades. An introductory course at the college level.

BIOLOGY 3 — 1 half credit — 11th and 12th grades with permission of the department. A field oriented ecology course utilizing saltmarsh.







Chemistry 1-A — 1 credit — 10th, 11th and 12th grades. A course for those not going on in science.

Chemistry 1-B — 1 credit — 10th, 11th and 12th grades. A package course for those planning further study in math or science.

Advanced Topics in Chemistry — 1 half credit — 11th and 12th grades by permission of the department. A general review followed by projects or topics chosen by student and teacher.

Physics — 1 credit — 11th and 12th grades. A P.S.S.C. laboratory oriented course exploring Mechanics, Optics and Waves.

Advanced Physics — 1 credit — 12th grade by permission of the department. A package course completing P.S.S.C. Physics and covering topics chosen by student and teacher.

Electricity 1 — 1 half credit — 10th, 11th and 12th grades by permission of the department. A laboratory oriented course exploring DC circuit analysis.

Electricity 2 — 1 half credit — 10th, 11th and 12th grades. A package course in which solid state components are used to bring the student an understanding of basic electronic devices.

Independent Study in Electricity — 1 half credit — 11th and 12th grades by permission of the department. A project arranged between the student and the instructor.

HISTORY

One previous history course is recommended before taking United States History. Papers involving additional reading, research and analysis are required in all courses.

Anthropology — 1 credit — 9th grade. A study of human evolution (physical anthropology), the structure of societies, and comparison of cultures (cultural anthropology).

African History — 1 credit — 10th grade. A history of Africa from the colonial period to the present. Special emphasis is placed on present-day Africa and its institutions.

Asian History — 1 credit — 10th, 11th and 12th grades. A study of China and Japan leading to an understanding of these two countries and the role they play in the contemporary world.

Modern European History — 1 credit — 11th and 12th grades. A survey of the political, social, and economic development within the various countries of Europe, their relationships with each other and with the rest of the world from the 17th Century to the present.

United States History — 1 credit — 11th or 12th grades. U.S. History-A is a chronological approach to the history of this country. U.S. History-B is a package course which requires approval of the department. U.S. History-C uses the topical approach covering Immigration, American Government, American Ideologies. U.S. History-D covers the topics The American Revolution, Causes of the Civil War, Black America. U.S. History-E covers the topics American Political Thought, Racism in America, U.S. Foreign Policy.

Sociology — 1 credit — 12th grade. The course is the study of systems of social action and their interrelationships.

Contemporary Issues — 1 half credit — 11th and 12th grades. The subject matter of this course will vary depending on the wishes of the teacher, the students and what is happening in the world.

Russian Studies — 1 half credit — 10th, 11th and 12th grades. An interpretive survey of Russian historical development and literature from Peter the Great to modern times. (Offered when there is sufficient demand.)

Economics — 1 half credit — 11th and 12th grades. A survey of three major aspects in the field of analytical economics: comparative economic systems, the development of the United States economy, and contemporary economic problems.

Selected Topics in History — 1 half credit — 12th grade. The study in small seminar groups of topics of special interest selected by the students and the teacher.

Independent Study in History — 1 half credit — 12th grade. Research in one or more areas selected by the student in consultation with his instructor.

ADDITIONAL COURSES

INTERDISCIPLINARY

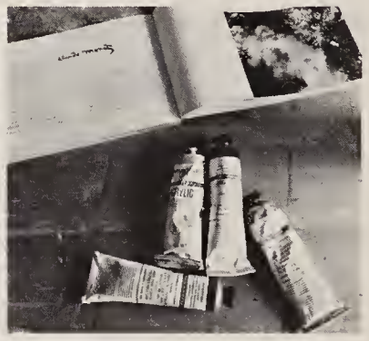
Environmental Studies — 1 half credit — 11th and 12th grades. Faculty from all departments discuss with the class moral, economic, historical, technical and scientific aspects of ecological and environmental problems.

ART

Art History — 1 half credit — 11th and 12th grades. A course in art appreciation, it is an introduction to visual esthetics.

Photography — 1 half credit — 10th, 11th and 12th grades. A course in camera and darkroom techniques.

Studio Art — 1 half credit — 10th, 11th and 12th grades. Studio work in a variety of media with emphasis on freedom of expression and development of the individual idea.



The Parsons Schoolhouse Gallery is available on campus for the benefit of all those who wish to study or simply to enjoy art. There are nine exhibitions each year, including annual exhibits of student art and photographic work. Receptions for those whose work is being shown give students an opportunity to meet professional artists and discuss their work in an informal manner.

MUSIC

History of Music — 1 half credit — 10th, 11th and 12th grades. A survey of western music from the Renaissance to the present with emphasis on the 20th Century.

Music Theory — 1 half credit — 10th, 11th and 12th grades. A course in harmony using the Bach chorales as models.

Composition of Electronic Music — 1 half credit — 10th, 11th and 12th grades. Each student will be largely free to find his own stylistic preferences and to expand his creative abilities in such directions as desired using the school's Moog Synthesizer.

Instrumental Music — Individual weekly lessons are available at $70 per term in all orchestral instruments as well as piano and organ. A half unit of academic credit may be earned by any student who wishes to take lessons, who practices four periods per week, and who participates in one of the Academy's instrumental groups.

SPEECH

Speech — 1 half credit — Required for all seniors. A course designed to train students to think and to express themselves coherently and forcefully in front of an audience.

RELIGION

Religion — 1 half credit — A course designed to help the student reach an understanding of what religion is or may be in his own life and that of others by studying the lives of both religious and other notables.

Independent Study in Religion — 1 half credit — 11th and 12th grades. Research on one or more topics chosen by the student and the instructor.

HUMANITIES — ON CAMPUS

On campus, the humanities program provides an opportunity for learning and development.

The experience gained in deciding which activity to participate in can often be as valuable as the experience of participation. Decision making is part of the humanities program as can be seen in the example of a boy who wanted very badly to be an editor of *Spire*, the school literary magazine. He was a good writer and qualified for the position, but there were a number of other excellent candidates. As it happened, he was not elected — primarily because of private and personal reasons of the editorial board which chooses its successors.

HUMANITIES — ON CAMPUS

The faculty advisor tried to point out to the board that personal prejudices were not fair standards by which to judge one's professional capabilities; but the board had the final say in the matter and rejected the boy. In discussing the situation with the faculty advisor, the boy expressed his anger and frustration for being rejected for what they both knew to be petty reasons. The teacher replied that life was full of such damaging disappointments, but the successful man would rise above them and not become disillusioned. The young man swallowed his hurt feelings and later became a columnist and managing editor for *The Governor*, the school newspaper. That year, *The Governor* received both hot and cold reactions, but more importantly, aroused student interest in what some students had felt was a "dead" paper.

Humanities activities offer not only a chance to pursue an interest or talent, but also the opportunity of overcoming disappointment and making decisions.

Following is a list of current activity groups (new ones spring up whenever there is sufficient interest):

Choir	Drama Club	Outing Club
Band	Art Club	Chess Club
Jazz Ensemble	Radio Club	Woodworking
Glee Club	Photography	Machine Shop

The Governor — School paper
The Spire — Literary magazine
The Milestone — Yearbook
Red Key — 15 juniors who act as hosts
Cum Laude — Seniors of top academic standing

R.W.B.

HUMANITIES — OFF CAMPUS

Humanities is a group of students leaving every Thursday evening to go into Boston to a play, movie, symphony or a variety of other entertainments. Because it is important for everyone to be able to enjoy theater and music, it is required that boarding students attend at least once each term. Day students are urged to participate. Some people find this rule annoying at first, but they soon stop complaining when they find themselves actually enjoying the music or play they are attending. Humanities trips are interesting and a lot of fun.

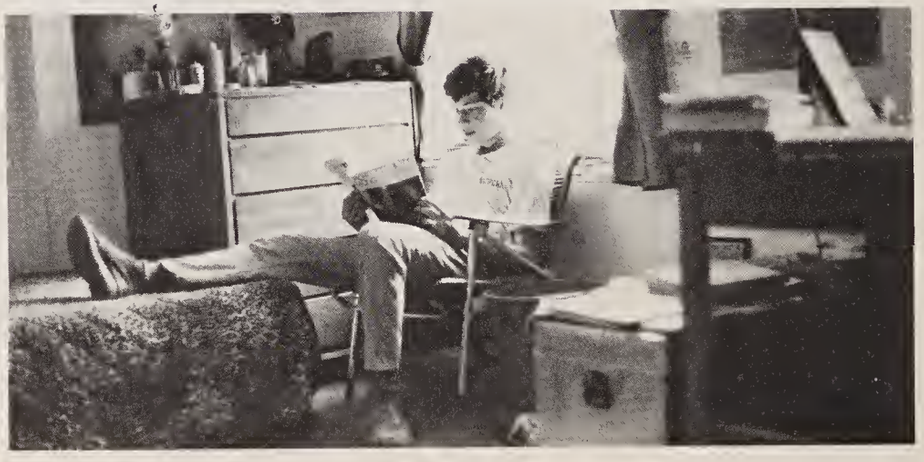
For people who like current music, there are concerts in the surrounding area that groups go to whenever they are convenient. They are always well attended, and are sometimes a real learning experience for the faculty members who go.

Humanities is most important for what it teaches. It teaches the person who always thought that he did not like music that he does, and the person who has never been able to sit through Shakespeare to discover how exciting he can be. Humanities is one more thing that helps everyone learn about himself.

A.M-S.

SOCIAL SERVICE

Under the supervision of the Director of the Social Service Program, students are involved in various activities, including tutoring boys and girls from the area or at Governor Dummer, assisting at a local convalescent home, working at the Ipswich River Wildlife Sanctuary, at the Newburyport Drug Rehabilitation Center, at the Newburyport Y.W.C.A. swimming pool or at the Hathorne School for mentally retarded children. The director of the program is constantly seeking other opportunities for this sort of service.



DORMITORIES AND WORK PROGRAM

Except for those who live in one larger dormitory, freshmen and sophomores live in houses with 7–16 classmates, a faculty family and one or more senior proctors. These proctors have the job of assisting the corridor master; trying to keep quiet and order during study hours; and maintaining a neat and clean dormitory. More importantly, they often act as counselors. Many close friendships develop from dormitory living.

Juniors and seniors are housed together in groups of about forty. These boys have more freedom in setting study hours, keeping their dorm neat, and in the area of general mobility; but the responsibility for their actions is ever present. Should a situation that the boys cannot handle themselves arise, the corridor master is always available.

While the boarding girl program grows, the girls live in two of the smaller dormitories. It happens that all girls in one are juniors this year, with freshmen, sophomores and seniors in the other. The life style in the girls' dormitories is the same as in the boys'.

After the night's work is done, simple conversations can develop into bull sessions. The topics may vary, but these discussions always provide a chance to express one's ideas and compare them with the values and ideas of others.

Each member of the dorm is expected to take part in keeping it clean. Students are also expected to change their own bed linen and keep their rooms picked up.

R.W.B.

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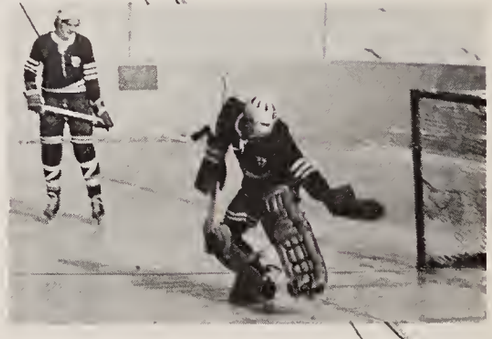


ATHLETICS AND PHYSICAL EDUCATION

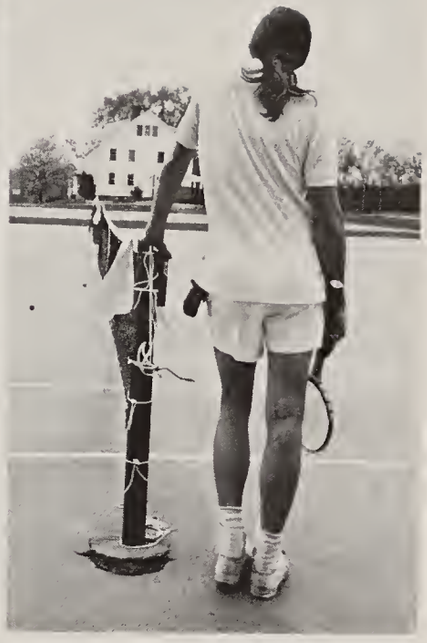
Athletics play a major role in a Governor Dummer student's career. They are one more way for the individual to establish respect for himself as well as others. As a freshman and sophomore, a student is required to participate in athletics. Later, in the junior and senior years, the student may dispense with athletics in favor of a project for one or two terms of the year. However, for the student who does continue in the sports program, athletics can be one of the most important factors in his development. Nearly everyone learns a great deal from participating on a team.

One of the most significant lessons is in self-discipline; the baseball player who wants to try to hit a home run when a bunt is needed learns to make the bunt. Then, too, sports offer the individual an opportunity to be part of a common effort, a chance to belong to and with something. The real value of athletics for many is the self-confidence that they can build. If a boy is not rising above a D+ on his English papers, and cannot quite fathom mysteries of the limit theory, or the intricacies of the *subjontif*, he may yet be able to find a source of satisfaction, pride and self-confidence on the athletic field which will in turn carry over into the classroom.

Of course not everyone is a great success in athletics, but those who are not will often discover or want to develop a talent in art, music, or drama. It is for these people that the project terms are available.

Juniors and seniors have another choice beside term projects and interscholastic competition. This is the intramural sports program — the "big league." League is a conglomeration of physical competition, verbal contests, wins, losses, jubilation and disappointments. It can offer an array of spectacles and the complete spectrum of emotion. This is the big league.

Physical education classes are required for students taking free term projects and for those students who fail the President's Council on Physical Fitness test at the beginning of the year. One remains in "bod squad" until he or she is able to get a satisfactory score on the test.



Recreational golf, tennis, skating and skiing are available for spare time in season, and optional Sunday trips to the snow country in New Hampshire are organized under the supervision of a faculty member.

The following is a list of sports available to boys and girls during the year. For boys — football, soccer, hockey, wrestling, winter track, baseball; for girls — field hockey; for each — basketball, lacrosse, track; coed — cross-country, cross-country skiing, tennis, golf.

R.E.M.

STUDENT GOVERNMENT

Governor Dummer is continually undergoing numerous changes in an attempt to better the community and to adjust to variations in certain concepts that change with the times. In these attempts it seeks the ideas and recommendations of both faculty and student. Thus a Student Council is set up to act as a sounding board for the complaints and varied sentiments of the student body about school life. The Council considers these suggestions and if deemed notable, they are brought to the attention of the Headmaster or Dean of Students. The Student Council is also called upon to help out in other programs that involve the student body such as picking senior jobs and the four student members to sit with four faculty members on the Disciplinary Committee. There are eleven students on the Council, each representing a group of dormitories or day students, with four members of the faculty sitting in every other week on a meeting. These teachers are there to present the views of the faculty on issues under discussion.

C.J.D.

RULES

One particular strong point about Governor Dummer is that most of the students agree that to maintain the well being of the community there must be rules and they must be enforced. It realizes that its students are liable to make mistakes and feels that, having gone through the experience of the situations, they will probably never commit them again. The Academy is willing to take the chance to give these students, except in certain cases, the opportunity to prove, not just to the students or the faculty but to the community as a whole, that they can make worthwhile contributions instead of merely being detrimental to the school. Governor Dummer is not only interested in building strong minds and bodies, but strong characters too.

There are three major rules. The first is that students will show a regard for other people and property; second, that each student will be honest in word and deed at all times; third, that no student shall have or use alcohol or drugs while under school jurisdiction.

Only those students with written parental permission shall smoke and then in designated rooms or lounge areas. The Dress Code varies with the occasion. For everyday classes it is informal attire but not including dungarees, sneakers and shirts with no collar. For more formal occasions, jackets and ties or dresses may be required. The length of a person's hair is regarded as his own affair, but he must keep it clean and neat.

C.J.D.

EXPENSES

The school establishes its operating budget on the basis of enrollment of all students for the entire academic year. For this reason, in the case of a student absent, withdrawn after August 1, or dismissed, no adjustment of tuition charges will be made except by vote of the Board of Trustees.

Boarding Students expenses

The basic annual charge is $3900 payable in installments of $1300 each on or before August 1, September 15, and October 15. Payment may be made through one of the various banks or insurance company plans, details of which are available on request. This charge covers tuition, room and board, out-patient treatment at the infirmary and some additional infirmary expense; dormitory room furniture; use of library and laboratories with their equipment; athletic uniforms and helmets (not shoes); and other items.

Day Students expenses

The basic annual charge is $2400 per year payable in equal installments of $800 on or before August 1, October 15 and December 15, or through one of the commercial installment plans. The charge covers tuition, luncheons and occasional other meals, and the use of all facilities available to boarding students except residence in a dormitory or the infirmary.

Day students from the Town of Newbury or the Byfield Parish are exempt from regular scholarship aid competition. If they qualify for admission and their School Scholarship Service forms indicate need, they are assured of scholarship aid.

There will be various additional expenses which vary widely with individual students. Parents will be asked to establish with the school a deposit account of $100, against which students charge extra expenses, and to replenish the deposit account when it falls below $50. Such expenses may include some, though hardly all, of the following: Laundry service, books, school supplies, sweat suits, subscriptions to school publications, team photographs, club membership fees, College Board examination fees, transportation to and from Boston at vacation periods, optional bus trips, athletics foot wear, hockey and lacrosse sticks and gloves. These expenses average to $400–$500 per year for boarding students and $150–$200 for day students.

ADMISSIONS

Governor Dummer follows an open admissions policy, seeking the student for whom, regardless of race, creed, color or national origin, it believes it can do the most and who seems likely to contribute most to the school in one way or another. Evidence of good character and ability to do Governor Dummer work are the first requisites sought by the Admissions Committee. The Committee takes into consideration grades, test scores, recommendations, extracurricular abilities, interview impressions, and any other information available about the candidate.

The school is interested in having boarding students from all sections of the country, although geography will rarely be a controlling factor in an admissions decision. There is no geographic limit to the area from which a day student may apply, with the understanding that the Academy does not furnish transportation.

Admissions procedures are normally the filing of an application, *preliminary* if prior to December preceding the year of proposed admission, or *final* thereafter. With the final application are forms to be filled out by people at the candidate's current school. Either before or after application a visit to the Academy *by appointment* for a tour and interview is urged though not required if distance makes it impractical. The Secondary School Admission Tests, administered at centers throughout the world, are asked of all candidates for admission to grades 9–11.

Governor Dummer will not issue formal acceptances for September 1974 until the results of the current Secondary School Admission Tests are received. Candidates will be notified of the action taken on their applications as soon as possible after their scores arrive. Places will be saved until April 10, 1974, for those accepted after the December and January tests, and normally for three weeks for later candidates. A $50 enrollment deposit, not returnable but credited against the first tuition payment, is required with enrollment.

SCHOLARSHIP AID

Insofar as possible we provide scholarship aid to deserving and well-qualified students. There is no set schedule of scholarships, the awards depending upon the strength of the student's qualifications and financial need. Parents applying for such aid are asked to fill out a School Scholarship Service form which will be sent if need for aid is appropriately indicated on the final application for admission. Both boarding and day students may qualify for scholarship aid. Scholarship students will be expected to, and other students may, earn spending money by working for a few hours each week in the kitchen, store, or other facility.

GEOGRAPHICAL DISTRIBUTION

For the school year 1973–74 the Academy enrolled 203 boarding students from 24 states, the District of Columbia, Puerto Rico and 7 foreign countries as follows:

Alaska	1	Oregon	1
California	2	Pennsylvania	6
Connecticut	4	Rhode Island	1
District of Columbia	2	South Carolina	1
Florida	7	Tennessee	1
Illinois	1	Texas	1
Indiana	1	Vermont	1
Maine	15	Virginia	1
Maryland	3	Puerto Rico	1
Massachusetts	99	Ethiopia	1
Michigan	2	France	1
Mississippi	2	Iran	3
New Hampshire	15	Italy	1
New Jersey	3	Korea	1
New York	14	Nicaragua	2
North Carolina	3	Thailand	4
Ohio	2		

COLLEGE PLACEMENT

In the spring of his junior year, one starts to worry about what he will do after the spring of his senior year. Most Governor Dummer graduates go on to college, but there are usually a few who have other plans. At this point in his life, the student must look back at his high school career and evaluate it in terms of the bearing it has had on his development as an individual personality; he must also look ahead and consider his future, viewing it from a realistic perspective.

At Governor Dummer one of the chief duties of the Director of Guidance is that of counseling with students and their parents on college plans. At first, this means reviewing a list of anywhere from one to two dozen college possibilities. Hopefully by the end of his junior year the student has narrowed down the list so that he will have a good idea of what colleges he would like to apply to. He is urged to take advantage of time in the summer to visit colleges and to see for himself the premises on which he may be spending four or more years of his life. During the fall, many admissions officers from various colleges visit Governor Dummer. In his junior and senior years the student takes the College Board Examinations, both aptitude and achievement. These tests are held on Saturday mornings and consist mainly of number two pencils and three hours worth of multiple guess questions.

As the boy or girl approaches the end of his Governor Dummer life, he must look forward either to what the world has in store for him or what he has in store for the world. Hopefully his high school years at Governor Dummer will have made it possible for him to look ahead with confidence in his knowledge and ability, and with confidence in himself.

R.E.M.

WEEKENDS

Colleges receiving three or more seniors from the classes of 1969–73 are as follows:

Amherst	4	Kenyon	3
Babson	3	Lafayette	3
Beloit	6	Lake Forest	13
Boston College	6	Lehigh	3
Boston University	14	U. of Maine	5
Bowdoin	3	U. of Massachusetts	7
Brandeis	3	U. of Michigan	3
Cambridge (Eng.)	5	Middlebury	5
Case Western Reserve	4	U. of New Hampshire	18
Colby	3	Northeastern	3
Colgate	4	Northwestern	3
Colorado College	4	U. of North Carolina	4
Columbia	5	Occidental	3
Cornell	6	U. of Pennsylvania	7
Dartmouth	8	Princeton	3
Denison	4	U. of Rochester	6
U. of Denver	6	Rollins	4
Duke	5	Rutgers	5
Eisenhower	4	Skidmore	3
Franklin and Marshall	6	St. Lawrence	3
Georgetown	3	Syracuse	6
Gettysburg	6	Trinity	9
Hamilton	8	Tufts	3
Hampshire	7	U. of Vermont	5
Harvard	20	U. of Virginia	3
Hobart	6	Wesleyan	3
Ithaca	8	Williams	5
Johns Hopkins	3	Wooster	3

On weekends boarding students have many options to vary the weekly routine. There are formal athletic contests, touch football and pick up softball or lacrosse games. There are club activities and humanities trips. The social committee plans mixers and coffee houses with nearby schools. Current movies are shown every Saturday night in Thompson Auditorium.

School policy allows all "old" students in good standing unlimited Saturday weekends and some Friday weekends. New students will have limited Saturday and Friday weekends during their first fall term after which they become "old" students. Barring on-campus commitments, this plan enables a student to see friends at home, visit the home of another student, go skiing, spend the day in Boston — to get into the community at large. The short absence permission allows the student to be away from campus for a part of the day. A letter of permission from parents will permit a student to ride with drivers under twenty-one *on approved permissions*. The school reserves the right to restrict an individual to campus if his or her academic or disciplinary record is subject to question.

If the student has been performing in an acceptable manner, the weekends, short absences, and vacations offer plenty of time to "get away from it all," or to get involved with off-campus activities.

R.W.B.

CALENDAR FOR SCHOOL YEAR

1973–1974

Opening Day	Wednesday, September 12
Thanksgiving Vacation	Wednesday, November 21 Monday, November 26
Christmas Vacation	Wednesday, December 19 Sunday, January 6
Winter Weekend	Thursday, February 14 Monday, February 18
Spring Vacation	Wednesday, March 13 Monday, April 1
Commencement	Friday, May 31 Saturday, June 1

BOARD OF TRUSTEES

President
Richard D. Phippen '38 — Wenham
Vice President
Carl A. Pescosolido, Jr. '55 — Burbank, California
Secretary
William B. Ardiff '55 — Danvers
Treasurer
Richard B. Osgood '53 — Wenham

Gerry J. Dietz '35 — Syracuse, New York
Charles E. Goodhue, III '43 — Wayland
George D. Kirkham '51 — Cleveland, Ohio
Lawrence H. Martin — Weston
Phebe S. Miner (Mrs. Joshua L.) — Andover
James B. Moseley — Hamilton
Robert F. Schumann '40 — Binghamton, New York
Everett Ware Smith — Cleveland, Ohio
An Wang — Lincoln
Nathan N. Withington '58 — Hanover
Paul W. Wright — Groton

TRUSTEES EMERITI

Marshall B. Dalton — Peterboro, New Hampshire
Morris P. Frost '35 — Lake Park, Florida
Lispenard B. Phister — Newbury

ALUMNI FELLOWS

Stanley A. Hamel '45 — Seabrook, New Hampshire
Murray R. Mathews, Jr. '60 — Newtonville
David L. Powers '52 — New London, New Hampshire

FACULTY 1973–1974

Edward Williams Eames, 1930–1959 *Headmaster Emeritus*

Edgar Daniel Dunning, 1930–1966 *Instructor in Mathematics and Business Manager Emeritus*

Thomas McClary Mercer, 1930–1969 *Instructor in English Emeritus*

Arthur Woodbury Sager, 1930–1969 *Instructor in Speech Emeritus*

Esther Dikeman Thurlow, 1957–1969 *Librarian Emeritus*

John Williams Ragle — *Headmaster*
University of Chicago 1943, B.S.;
Middlebury 1951, M.A.
Appointed September 1, 1972.

David Swydan Abusamra — *French*
Holy Cross 1969, B.A.;
Middlebury 1970, M.A.
Appointed September, 1972.

Laurel Elizabeth Abusamra (Mrs. David S.) — *French*
Hollins 1969, B.A.; Middlebury 1970, M.A.
Appointed September, 1972.

James Taylor Adams — *English*
Princeton 1969, B.A.;
Boston College 1973, M.A.
Appointed September, 1973.

Robert E. Anderson — *Biology, Director of Athletics*
Kenyon 1957, A.B.
Appointed September, 1957.

Ruth H. Baker (Mrs. William O.) — *Girls' Physical Education*
Tufts 1944, A.B.;
University of Wyoming, Union Theological Seminary
Appointed September, 1972.

Mary Elizabeth Baratelli (Mrs. Pierre N.) — *English*
North Texas State University 1963, B.S.;
Colorado State University
Appointed September, 1968.

Pierre Nino Baratelli — *French, Director of Humanities Program, History*
University of Colorado 1956, B.A.; 1959, M.A.; University of Dijon; University of Texas
Appointed September, 1967.

Stephen Wilkins Blair '62 — *Music*
Lawrence 1966, B.Mus.
Appointed September, 1966.

James G. Blake, Jr. — *Spanish*
Assumption 1966, B.A.;
Defense Language Institute 1967;
University of Madrid 1972, M.A.
Appointed September, 1973.

Robert Scott Clagett — *German*
Brown, 1973, B.A.;
University of Kiel 1972
Appointed September, 1973.

Warren Marshal Clunie — *English*
Franklin and Marshall 1962, B.A.;
University of Pennsylvania
Appointed September, 1968.

Eugene George Eames — *Mathematics*
U. S. Naval Academy 1956, B.S.;
Oklahoma State University 1959, B.S., M.S.
Appointed September, 1971.

George Heberton Evans, III — *Mathematics*
Princeton 1949, A.B.
Appointed January, 1949.

Janis Kaille Franklin — *English*
Wellesley 1969, B.A.;
Northwestern 1973, M.A.
Appointed September, 1973.

David Glenn Fyrberg — *Biology*
University of Maine 1970, B.S.
Appointed September, 1971.

Christopher Edward Harlow — *History*
Juniata College 1963, A.B.;
Rutgers 1966, M.A.
Appointed September, 1970.

Charles Stephen Harrington — *Physical Education, Mathematics*
Bowdoin 1972, B.A.
Appointed September, 1972.

John Wilson Hosmer '33 — *Business Manager*
Norwich 1937, B.S.
Appointed July, 1966.

Richard F. Jones — *Chemistry*
Marietta 1966, B.S.; Purdue 1972, Ph.D.
Appointed September, 1972.

Gerald David Kenjorski — *English, History of Art*
Wharton School, University of Pennsylvania 1952, B.S.; La Salle 1956, M.A.; Middlebury 1966, M.A.
Appointed September, 1966.

Stephen William Kennedy — *Biology, Electricity, Photography*
Bowdoin 1970, B.A.; University of Massachusetts 1972, M.S.
Appointed September, 1972.

Richard N. Leavitt — *Mathematics, Electricity, Physics*
Amherst 1964, A.B.; Bowdoin 1971, M.A.
Appointed September, 1964.

Richard Thompson Mechem — *English*
Harvard 1968, A.B.; University of New Hampshire 1973, M.A.
Appointed September, 1973.

Kittie Stiles Mercer (Mrs. Thomas McC.) — *Studio Art*
Appointed September, 1967.

Douglas Lee Miller '46 — *Physics, Electricity, Environmental Studies*
Amherst 1950, A.B.
Appointed September, 1954.

Michael A. Moonves — *History*
Trinity 1966, B.A.
Appointed September, 1969.

A. Macdonald Murphy — *English*
Harvard 1929, A.B.
Appointed February, 1931.

Frances Russ Navins (Mrs. Howard J.) — *Librarian*
Connecticut College for Women 1940, A.B.
Appointed September, 1969.

Howard Julius Navins '31 — *Dean of Students, Speech, Latin*
Williams 1935, A.B.; Columbia 1937, M.A.
Appointed September, 1936.

William Hartley Sperry — *Director of Guidance, History*
Gettysburg 1950, A.B.; Duke 1953, M.A.
Appointed September, 1954.

Benjamin Johnson Stone — *Dean of Faculty, Mathematics*
Hamilton 1932, A.B.
Appointed September, 1932.

Thomas Melvin Tindall — *School Minister, Religion*
Dartmouth 1967, A.B.; Union Theological Seminary 1971, M. Div.
Appointed September, 1973.

Michael D. True — *Mathematics*
Bates 1964, B.S.; Bowdoin 1969, M.A.; University of Maine, Gorham State College
Appointed September, 1969.

Alexander Weld White — *Spanish*
Trinity College 1967, B.A.; New York University 1971, M.A.
Appointed September, 1971.

David Michael Williams — *Associate Dean of Students, History*
Franklin and Marshall 1950, A.B.; University of Pennsylvania 1951, M.A.
Appointed September, 1951.

John James Witherspoon — *Director of Admissions, History*
Harvard 1937, A.B.; 1940, LL.B.
Appointed September, 1947.

SPECIAL FACULTY — John Battis, *Instrumental Music;* Mary B. Blair (Mrs. Stephen W.), *Piano;* David M. Grant, *Machine Shop;* Wayne Peabody, *Guitar;* Florence C. Pearson (Mrs. Robert W.), *Violin;* Anne M. White (Mrs. Alexander W.), *Remedial Reading;* Constance M. Williams (Mrs. David M.), Director, *Social Service Program.*

STAFF

Marguerite M. Ames (Mrs. Charles)	*Secretary to the Dean of Faculty*
Norma D. Beach (Mrs. David) R.N.	*Head Nurse*
Eleanor M. Caldwell (Mrs. David)	*Assistant to the Librarian*
Marjorie S. Colpitts (Mrs. Stewart) R.N.	*Resident Nurse*
John F. Duff, M.D.	*Consultant*
Elsie Dzioba (Mrs. Edmund)	*Assistant Secretary*
Edna H. Finnegan (Mrs. Dennis)	*Receptionist, Associate Bookkeeper*
Elizabeth Frank (Mrs. Charles)	*Store Manager*
Irene Freeman (Mrs. Charles)	*Assistant Secretary*
Paul E. Griffin	*Chief Engineer*
Mary E. Hoover (Mrs. Herman)	*Records Secretary*
Beverly B. Kennedy (Mrs. Stephen)	*Secretary to the Director of Athletics*
Olivia C. Leach (Mrs. Edward)	*Travel Consultant, Secretary*
Louise Lovell, Simmons, B.S.	*Administrative Assistant, Secretary to the Headmaster*
Sylvia B. Lunt, Stoneleigh, A.S.	*Assistant to the Business Manager*
Samuel M. Migdole, Ed.D.	*Consultant*
David S. Mitchell, A.B.	*Director of Development*
Dorothy M. Ogden (Mrs. John)	*Secretary to the Director of Development*
Warwick Potter, M.D.	*School Physician*
Marjorie Rouisse (Mrs. Herbert)	*Bursar*
Susan T. Savage (Mrs. Richard)	*Assistant Secretary*
Ethel S. Whitney (Mrs.)	*Secretary to the Director of Admissions*

ROSTER OF STUDENTS 1973–1974

SENIORS

Andrews, Alexander M., *Villanova, Pennsylvania*
Appleyard, David E., *Methuen*
Arnold, Peter, Jr., *Concord*
Atwood, W. Richard, *Reading*
Auerbach, Jonathan D., *Swampscott*
Beach, Jeffery R., *Newbury*
Bendetson, Carol L., *Haverhill*
Bethel, Jean A., *Boxford*
Birenbaum, Randi M., *Haverhill*
Bottomley, Stephen D., *Chestnut Hill*
Brooks, Raymond E., *Newburyport*
Brown, Sally A., *Newburyport*
Bruce, Alexander S., *Manchester*
Burchell, Donald J., Jr., *Salisbury*
Burke, Francis M., Jr., *Natick*
Butler, David O., *Newbury*
Cerier, Edward P., *Leominster*
Chase, Brandon M., *West Hampstead, New Hampshire*
Clute, H. Merrill, *Hingham*
Cohen, Robin E., *Haverhill*
Connolly, Gregory P., *Manchester*
Coorssen, Gary G., *North Hampton, New Hampshire*
Cox, C. Ray, *Altavista, Virginia*
Cross, Colin P., *Pigeon Cove*
de Mier, Ramon A., *Santurce, Puerto Rico*
Epstein, Steven S., *Marblehead*
Free, Andrew M., *Chevy Chase, Maryland*
Gibbons, John F., Jr., *Cape Elizabeth, Maine*
Gorman, Bourke J., *Chevy Chase, Maryland*
Greenman, Jeremy H., *Fairview, Pennsylvania*
Groh, Paul W., *Anchorage, Alaska*
Hancock, Brian K., *West Boxford*
Hodgkins, Virginia L., *Lake Forest, Illinois*
Holihan, Jeffrey P., *Andover*

Howland, Leslie E., *Lynnfield*
Huffsmith, Thomas G., *Boxford*
Hyman, Michael A., *Florence, South Carolina*
James, Stephen A., *Andover*
Johnson, E. Daniel, *Welaka, Florida*
Jones, Jeffrey P., *Exeter, New Hampshire*
Jones, Nathaniel, *New York, New York*
Kenneally, Joseph W., *Saco, Maine*
Kilgore, Seth D., *Marblehead*
Kolb, Mark R., *Epping, New Hampshire*
Lambros, Michael C., *Ipswich*
Lefemine, Stephen J., *Wayland*
Leonard, James W., *Manchester*
Libin, Robert E., *Waban*
Link, Susan C., *Potomac, Maryland*
Lipsky, Andrea B., *Swampscott*
Long, David H., *Wellesley Hills*
Loring, Laura H., *Manchester*
Lu, Stephen S., *Tewksbury*
Maneepairoj, Paetai, *Bangkok, Thailand*
Maneepairoj, Paitoon, *Bangkok, Thailand*
Maxfield, Lois R., *Newburyport*
McClellan, Timothy M., *Norwell*
McCusker, Timothy D., *Boca Raton, Florida*
McElroy, Pamela J., *Topsfield*
McSherry, Peter M., *Wilton, Connecticut*
Mefferd, Matthew F., *Houston, Texas*
Morse, Douglas W., *Marblehead*
Moseley, Thomas W., Jr., *Shaker Heights, Ohio*
Myers, Mark S., *Newton*
Palmer, Thomas H., III, *Bangor, Maine*
Perry, Bruce W., *Boxford*
Peterson, Lee C., *Worcester*
Plante, Andrew T., *Newbury*
Pope, Deborah E., *Haverhill*
Potter, Kim, *Ipswich*
Potter, Robina G., *Exeter, New Hampshire*
Pramberg, James C., *Newburyport*
Read, Priscilla A., *Boxford*
Rudow, William C., *Rockport*
Sagris, James H., *Ipswich*
Sanchez, J. Raul, *Swampscott*
Scassellati, Alessandro, *Rome, Italy*
Schmidt, Whitney L., *New York, New York*
Schoen, Konrad O., *Ipswich*
Scribner, Robert H., *Andover*
Sendor, Jonathan B., *Westbury, New York*
Shapiro, Steven G., *Newburyport*
Shaw, James M., *Salisbury*
Skaff, William B., *Haverhill*
Spaulding, Robert E., *Lexington*
Statler, Timothy H., *Kalamazoo, Michigan*
Stein, Jacob B., *Lewiston, Maine*
Sze, Daniel, *Bangkok, Thailand*
Titcomb, Forrest D., *Boxford*
Tourison, Robert E., *Concord*
Towner, Bruce M., *Montclair, New Jersey*
Tozer, David K., *Beverly*
Wallace, P. Woodbridge, *Philadelphia, Pennsylvania*
Wang, Courtney S., *Lincoln*
Ward, William A., Jr., *Kennebunkport, Maine*
Williams, David B., *Byfield*
Williams, E. Scott, *Exeter, New Hampshire*
Winer, Steven M., *Marblehead*
Woodhull, Jon C., *Ipswich*
Woolson, Lawrence B., Jr., *Springfield, Vermont*
Yesair, Karen E., *Byfield*

JUNIORS

Abbott, Judith B., *Wilton, New Hampshire*
Abbott, Leslie Ann, *Wilton, New Hampshire*
Ahari, Keyan, *Tehran, Iran*
Albert, Charles F., *Salem, New Hampshire*
Arsenault, Seth B., *Newburyport*
Babcock, Brit E., *Bangor, Maine*
Barker, Patricia E., *Newburyport*
Bashaw, John N., *Byfield*
Beardsley, Edward A., *Elkhart, Indiana*
Bell, A. Daniel, *New York, New York*
Bell, Timothy C., *Magnolia*
Bell, Victoria E., *Magnolia*
Bergmann, J. Derek, *Manhasset, New York*

Blanchard, Pamela R., *Danvers*
Bohman, David J., *Chatham*
Brisson, Gail E., *Haverhill*
Cavanagh, Alden B., *Byfield*
Cesareo, Audrey M., *Boxford*
Clark, Craig L., *Falmouth Foreside, Maine*
Clayman, Daniel E., *Swampscott*
Covis, James C., *East Hampstead, New Hampshire*
Cutler, K. Starr, *Palm Beach, Florida*
Draper, Scott A., *Garrison, New York*
Dunfey, Stephen C., *Rye Beach, New Hampshire*
Eames, Stephanie, *Byfield*
Entekhabi, Dian, *Teheran, Iran*
Esthimer, Keith G., *Walpole*
Gage, Edward A., *Exeter, New Hampshire*
Gemmer, P. Wheeler, *Portland, Maine*
Gilliland, Samuel A., Jr., *Fairfield, Connecticut*
Goddard, Kingsley, *Madison, Connecticut*
Hagan, John S., *Rockport*
Harding, Michael S., *South Freeport, Maine*
Harrington, John W., *Byfield*
Harris, Fiona C., *Topsfield*
Hinckley, Elizabeth, *Marston Mills*
Hoglander, Bruce E., *North Hampton, New Hampshire*
Huffsmith, Gretchen, *Boxford*
Ingrassia, David F., *Lynnfield*
Johnson, Louise S., *Byfield*
Johnson, Nelson E., *Chattanooga, Tennessee*
Kapelson, James A., *North Andover*
Kaplan, Robert A., *Lowell*
Kelly, B. Franklin, *Chatham*
Kennedy, Bruce C., *Exeter, New Hampshire*
Lenane, Peter G., *Hamilton*
Lougee, Wendy J., *Wolfeboro, New Hampshire*
Lyons, Dirk L., *Cohasset*
Mackay-Smith, Anne C., *Ipswich*
Majdi, Hossain M., *Cambridge*
McConnell, Craig D., *Addis Ababa, Ethiopia*
McGary, Robert E., Jr., *Bangor, Maine*
Miller, Barry H., *Hickory, North Carolina*
Morris, Daniel J., *Oyster Bay, New York*
Narva, Joel C., *North Dartmouth*
Nearis, Jay B., *Gloucester*
Neyman, Richard H., *Lexington*
Nutter, William L., *Haverhill*
O'Donnell, James F., Jr., *Lowell*
O'Leary, Richard H., *Framingham*
Palmer, Edward H., *Bangor, Maine*
Pandapas, Pamela D., *Marblehead*
Papaioanou, Maria, *Haverhill*
Pendleton, Brian W., *Portsmouth, Rhode Island*
Pizer, Pamela K., *Swampscott*
Ponce, Michael C., *Haverford, Pennsylvania*
Pope, D. Gregory, *Haverhill*
Porteous, David C., *Concord*
Purinton, Spencer L., *Byfield*
Rice, Winston S., Jr., *Norwell*
Richards, Christopher G., *Duxbury*
Richardson, Peter F., *Portland, Maine*
Robertson, Peter W., *Lawrence*
Roome, James B., *Mirror Lake, New Hampshire*
Sapuppo, Michael P., *Andover*
Sargent, Joy, *Byfield*
Schumann, David D., *Binghamton, New York*
Sekora, Paula E., *Boxford*
Shaheen, William A., *Salisbury*
Smith, Hubert S., III, *Essexville, Michigan*
Spence, John T., *Fort Lauderdale, Florida*
Squire, Robert W., Jr., *Meriden, Connecticut*
Stone, Ethan A., *Byfield*
Suwathep, Manit, *Bangkok, Thailand*
Swenson, John D., *Franconia, New Hampshire*
Taggart, James S., *East Orleans*
Templeton, Peter H., *Cambridge*
Upson, Alphonse P., *Winston-Salem, North Carolina*
White, Bradford P., *Duxbury*
White, James M., III, *Manchester*
Williams, Burniss, *Washington, D. C.*
Williams, Terry H., *Byfield*
Wilner, Kenneth C., *Portland, Maine*
Winslow, Robert N., *Manchester*
Woodcock, G. Andrew C., *Bangor, Maine*

Yesair, Catherine E., *Byfield*
Young, Bennett R., *Haverhill*
Zografos, Michael J., *Marblehead*

SOPHOMORES

Adams, Hayward T., *Hamilton*
Arguello, Alfredo, *Managua, Nicaragua*
Arguello, Reynaldo, *Managua, Nicaragua*
Auerbach, Daniel E., *Swampscott*
Awkward, Michael, *Philadelphia, Pennsylvania*
Baker, Douglas M., *Wenham*
Balf, Thomas P., *Rockport*
Bedard, James L., *Hampton, New Hampshire*
Bennett, Mark A., *Duxbury*
Benson, Steven J., *Swampscott*
Boulger, Gordon D., *Salem*
Cahill, Howard R., *Framingham Centre*
Caldwell, Nichols W., Jr., *Marblehead*
Carbone, Gerald M., *Georgetown*
Carey, Juandamarie J., *Georgetown*
Casey, Joseph C., *Winchester*
Chapman, G. King, *Fort Lauderdale, Florida*
Chase, Vernon F., *West Hampstead, New Hampshire*
Chiara, Nina M., *Methuen*
Cohen, E. Andrew, *Swampscott*
Cornwall, Howard A., *Greenwood, Mississippi*
Davis, George A., *Westwood*
Dermon, Tracey A., *Framingham*
Duff, Christopher J., *Byfield*
Evans, Curtis P., *Newark, New Jersey*
Fogel, Eric C. C., *Pontoise, France*
French, Steven B., *Andover*
Giampa, John J., *Plaistow, New Hampshire*
Gravelle, Deborah A., *Newburyport*
Harper, David G., *Wellesley*
Higgins, David R., *Hampton Falls, New Hampshire*
Kalckar, Niels W., *Milton*
Lawlor, Peter V., *Chelmsford*
Lee, Peter S., *Beverly Farms*
Lennon, Geoffrey B., *Andover*
Levin, Bradley S., *Swampscott*
McElroy, Christopher T., *Cape Coral, Florida*
McElroy, R. Neal, *Topsfield*
McKnight, Daryl E., *New York, New York*
Miller, Daniel M., *Brookline*
Nearis, Diane P., *Gloucester*
Noyes, Brian H., *Georgetown*
O'Brien, G. Eric, *Danvers*
O'Connor, Christopher, *Sudbury*
Offerman, Mark A.. *Wallace, North Carolina*
Ogden, J. Jeffcott, *Hamilton*
Palais, Lisa S., *Swampscott*
Patton, Lindsay W., *San Diego, California*
Pingree, Alexander W., *Huntsville, Alabama*
Robbins, Joseph B., *Marblehead*
Ross, Barry W., *Ipswich*
Russell, Dana K., *Hampton, New Hampshire*
Slone, Gregory, *Lexington*
Smith, Perry M., *Worcester*
Stark, Jennifer L., *North Hampton, New Hampshire*
Stephan, John E., *Topsfield*
Stephens, Jay A., Jr., *Boxford*
Taylor, Andrew M., *Gahanna, Ohio*
Taylor, Christopher A., *Washington, D. C.*
Titcomb, Stephan A., *Boxford*
Warren, Shelagh A., *Lawrence*
Weinshel, Marc A., *North Dartmouth*
Weldon, Mary E., *North Hampton, New Hampshire*
Woodhull, Timothy C., *Ipswich*
Woods, William C., *Hampstead, New Hampshire*
Yarchin, Jeffrey, *Boxford*
Zafris, Joel A., *Newburyport*

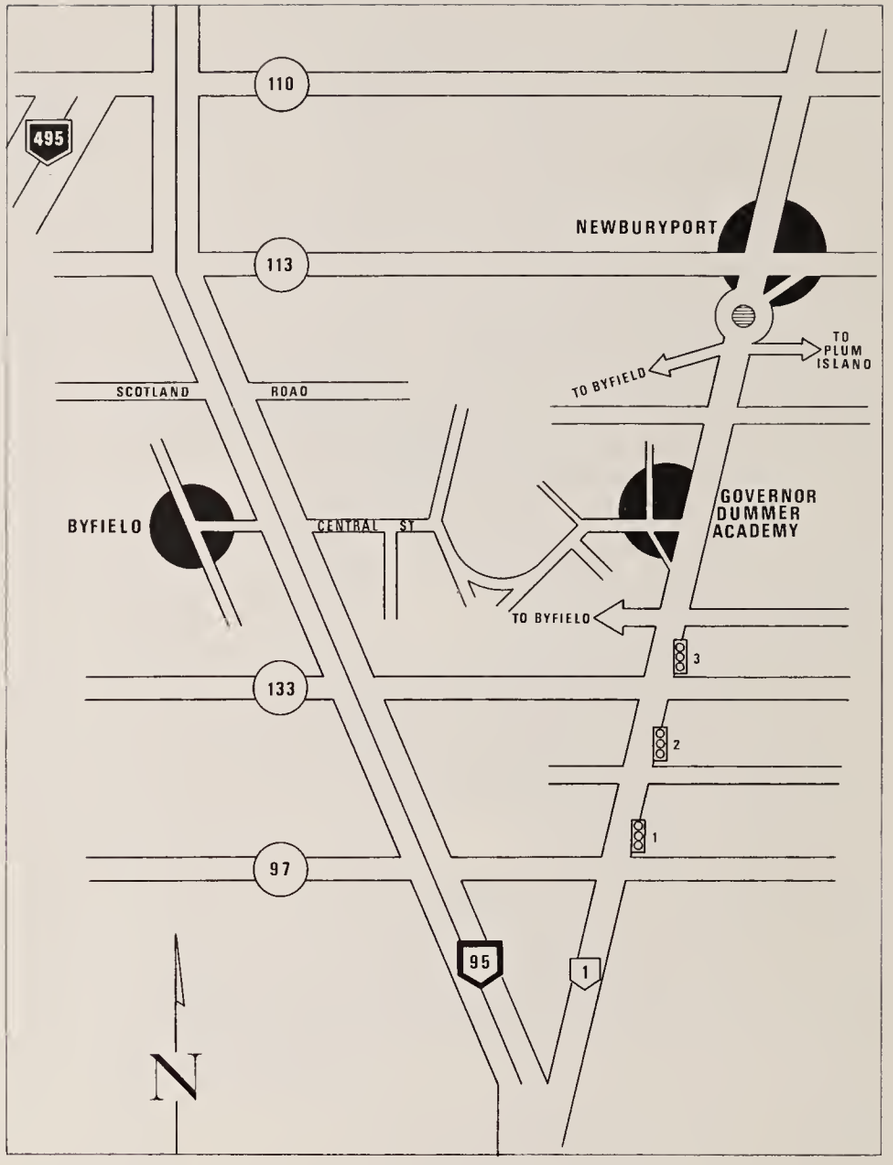
FRESHMEN

Adler, Barry S., *North Miami, Florida*
Altman, Stephen E., *Lexington*
Arieli, Ron, *Swampscott*
Arsenault, Martin J., *Newburyport*
Barry, Sarah P., *Byfield*

Batchelder, Edwin L., III, *Hampton, New Hampshire*
Bell, David C., *New York, New York*
Burgon, Eric T., *Hampton, New Hampshire*
Cavanagh, Sarah E., *Byfield*
Cawley, Douglas F., *West Newbury*
Cho, Jung-Ho, *Cambridge*
Cornwall, Caral S., *Greenwood, Mississippi*
Davis, Dana M., *Newbury*
Flynn, R. Marshall, Jr., *Boxford*
Halloran, Brian M., *Newbury*
Ham, David S., *Hampton Falls, New Hampshire*
Hoglander, Gail L., *North Hampton, New Hampshire*
Holland, Philip G., *La Jolla, California*
Hsia, Vincent, *Scotch Plains, New Jersey*
Jones, Huw R., *Geneva, New York*
Kannan, Elizabeth J., *Andover*
Kaplan, Amy H., *Lowell*
Knight, Donald A., *Newbury*
Kramer, Eric H., *Lexington*
Laub, C. Eric, *Orchard Park, New York*
Lavoie, Kenneth G., *Hampstead, New Hampshire*
Leas, John W., *Philadelphia, Pennsylvania*
Lee, Richard G., Jr., *Centerville*
Little, Peter E., *Newbury*
Lu, John T., *Tewksbury*
Marean, Michelle A., *Falmouth*
Mason, Donald L., *Oregon City, Oregon*
McElroy, Allison, *Topsfield*
Miller, Shelley M., *Hampton Falls, New Hampshire*
Morais, Patricia A., *Rye Beach, New Hampshire*
Mulherrin, Mark W., *North Hampton, New Hampshire*
Osgood, Gregory V., *Saugus*
Phippen, David O., *South Hamilton*
Pietrafesa, Joseph J., II, *Syracuse, New York*
Pingree, Stephen H., *South Hamilton*
Rahmanop, Walter B., Jr., *Bedford, New Hampshire*
Richards, George L., III, *Duxbury*
Rudolph, Paul E., *Bradford*
Saliba, Evelyn L., *Andover*
Saliba, Nina J., *Andover*
Saunders, Elizabeth H., *Byfield*
Sterge, Andrew J., *Beverly Farms*
Sutton, Virginia R., *Boxford*
Torr, Robert J., *Rochester, New Hampshire*
Vickers, Walter C., *Prides Crossing*
Vorreuter, Mark D., *Auburn, New York*
Wade, Lee A., *Byfield*
Walz, Jeanne K., *Concord, New Hampshire*
Weickert, William N., Jr., *Falmouth, Maine*
Welch, Bartley J., *Newbury*
Wise, Katherine K., *Beverly Farms*
Woolf, Robert T., *Byfield*
Wright, Valerie M., *Winchester*

TRAVEL INSTRUCTIONS

The Academy is readily accessible by automobile. U. S. Route No. 1 passes the edge of the campus 35 miles north of Boston, three miles north of the intersection of state Route No. 133 with U. S. Route No. 1, and four miles south of Newburyport. Visitors who arrive via Interstate Route No. 95 in Byfield, the school mailing address, find themselves with 2½ miles of country roads (and five forks) to traverse in order to reach the school. Appropriate signs hopefully make this possible, but U. S. Route No. 1 is much easier. Governor Dummer is a flag stop on bus routes between Boston and Newburyport and between Boston and Portland, Maine. Logan International Airport at Boston is the nearest airport handling commercial planes. Private planes may most conveniently land at Beverly or Lawrence.



TELEPHONE

The school is served by the Newburyport, Massachusetts, telephone exchange. The number is (617) 462-6643.